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ABSTRACT

A state-level summative review of the Letters Program of Florida's 28 community colleges was undertaken to examine issues that affect the program's leaders and planners, to make recommendations for policy changes and funding priorities, to identify areas of need, to observe trends, and to highlight thematic concerns among division/department chairs and faculty within the letters division. For the purposes of the review, the term "Letters" referred to all English, composition, speech, and literature courses. A survey of Letters Division/Department chairs was conducted at 55 campus sites statewide, yielding an 80% response rate. In addition, interviews were conducted with chairs and faculty of four selected community colleges. This report provides an overview of the review process as well as detailed results. An analysis of issues emerging from the review, as well as a series of 17 recommendations, are presented under the following headings: (1) access; (2) assessment; (3) articulation; (4) curriculum; (5) instruction; (6) faculty; (7) students; (8) special students/special programs; (9) multiculturalism; and (10) the Division of Community Colleges. Two major concerns, students' lack of preparation for college-level work, and the colleges' inability to meet effectively the needs of the growing numbers of learning disabled and English-as-a-Second-Language students, are highlighted in a summation of the review. Appendixes include a list of the recommendations and of advisory committee members; the survey instrument; related data tables; and a selected bibliography. (MAB)

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LETTERS
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Program Review Report
November 1992

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State Board of Community Colleges

Summative Review

of the

Letters Program

in

Florida Community Colleges

November 1992

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INTRODUCTION

The State Board of Community Colleges is mandated to review instructional programs on a five-year cyclical basis (Sections 240.147(5) and 240. 312, Florida Statutes, and Rule 6A-10.039, FAC). The letters program review report which follows is in response to the five-year requirement and is summative in nature encompassing the letters division/department as a whole.

The review process is conducted in three separate phases referred to as levels. Level I includes data displays produced by the Division of Community Colleges comparing the performance of community college graduates in upper division programs with native students and other students of the university. Level II reviews are conducted by the community colleges themselves in targeted disciplines. These reviews are often triggered by Level I data displays and involve in-depth analysis of disciplines by community college and university faculty. Level III reviews are conducted at the state level and focus on statewide, issue-oriented, and policy-oriented perspectives and are coordinated with the five-year reviews of the Board of Regents.

With regard to letters requirements, public, postsecondary education in Florida stipulates in Rule 6A-10.030:

> (2) Prior to receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university, a student shall complete successfully the following:

a) Twelve (12) semester hours of English course work in which the student is required to demonstrate writing skills. For the purposes of this rule, an English course is defined as any semester-length course within the general study area of the humanities in which the student is required to produce written work of at least six thousand (6,000) words.

In addition, Rule 6A-10.0314 requires that students must also secure adequate skills to pass the College Level Academic Skills Test (CLAST) which defines minimum competencies in communication and computation that must be met before an individual is awarded an associate in arts degree.

PURPOSE

The primary purposes of this summative, state-level review were to examine issues that impact community college leaders and planners within the letters (communication) divisions/departments, to make recommendations for policy changes and for funding priorities, to identify areas of need, to observe trends, and to highlight thematic concerns among division/department chairs and faculty members within the letters divisions of the State Community College System. The report was generated through qualitative research techniques, a procedure widely respected in the social sciences. Such research, advocated by Patton (1980) and Lincoln and Guba (1985), promotes the idea that there are multiple realities or truths. These truths reside "within the perceptions, behaviors, actions, and values of the persons and/or cultures being studied" (Fleishman, 1991, p. 43). Qualitative research is exploratory and descriptive in nature, the object being to uncover those multiple realities and make sense of them. Consequently, this report attempts to capture the multiple realities (views and perceptions) of division/department chairs and faculty in letters regarding the following educational issues: access, assessment, articulation, curriculum, instruction, faculty, students, special needs, and emergent concerns.

PROCESS

The information contained within the review was obtained by utilizing a combination of survey responses from the twenty-eight Florida community colleges and in-depth interviews at selected community colleges throughout the state. The survey responses were supplied by division/department chairs in letters with input from faculty members at the various campuses. A total of forty-four responses were returned from fifty-five possible campus sites, a response rate of 80 percent. The interviews with chairs and faculty members were conducted at four institutions selected on the basis of geographical location and represented rural, city, and urban campuses. The four colleges were: Broward Community College in Ft. Lauderdale, Chipola Junior College in Marianna, Hillsborough Community College in Tampa, and Central Florida Community College in Ocala.

An advisory committee which included representatives from public schools, vocational institutions, community colleges, and universities was formed to assist in the program review process. (See appendix 1 for the membership, p. 67.) The advisory committee provided input on the survey instrument and draft copies of the report, supplied references, and fielded questions as they arose. In addition, information was obtained from various agencies within the Department of Education (DOE) which included the Office of Assessment, Testing, and Evaluation; the Division of Universities; Office of the Comptroller; and within

the Division of Community Colleges, the Bureau of Finance and Business and the Bureau of Information Systems. The contributions of the advisory committee and the numerous educational agencies are gratefully acknowledged.

ANALYSIS OF ISSUES

Access

Access and student readiness. The concept of access or the open-door philosophy which is so near and dear to proponents of the community college movement has been illusive and has changed over time (Deegan, Tillery, and Associates, 1985, p. 19). In the 1960s and 1970s, it meant: "To be successful the colleges should maintain a balance between their efforts to attract new students and their capacity for placement, instruction, and curriculum development" (Cohen and Associates, 1975, p. 160). Moving through the 1980s and into the 1990s, however, social values changed and that balance has been jeopardized due to increased numbers of students enrolling at community colleges who are underprepared or unqualified to meet the academic challenges that confront them. Faculty and division/department chairs attest to the fact that 25-50 percent of their students need some developmental or remedial help in reading, writing, or English language skills before pursuing college-level classes. The question of who should have access and at what degree of proficiency has yet to be definitively answered.

The State Board of Community Colleges has endorsed, encouraged, and supported the concept of increased interaction among community college, high school, and middle school faculty and administrators. The goal of such

interaction should be to promote greater understanding of what is expected and required of college-level students. Fundamentally, teachers, parents, and students at high school and middle school levels need to be aware that community college students need the same level of readiness as any high school student going directly to the university upon graduation.

Researchers have also reached "the widespread conclusion . . . that better articulation between high schools and colleges is a high priority and that community colleges have a major obligation to establish smooth connections to enhance the flow of more students through the system" (Deegan, et al., 1985, p. 39).

Barriers to successful access noted by respondents were the following types of situations: having students who were below college-level ability enrolled in college-level classes; having students with special learning problems, including English as a second language (ESL), learning disabled, and emotionally disturbed students; having students enroll in classes three weeks after course work has begun; having students who failed a course repeat the same course countless times; and having students drop out because they could no longer afford to stay. Addressing such barriers to access should be a priority.

It seems reasonable that community college leaders and planners would develop access policies and procedures that are consistent with their educational mission and that hold firmly to established standards of the college and the state.

1. Recommendation. It is recommended that a task force comprised of community college and Division representatives meet to develop policy guidelines with regard to access and student readiness for college.

Access and respondent views. The issue of access emerged as a concern for survey respondents in light of the severe budget cuts affecting virtually all of Florida's educational institutions. It appears that student access to letters courses has already been impeded and even tighter restrictions are anticipated by both division/department chairs and faculty in 1992-93. Of the survey respondents, 32 percent indicated that students "always" had access to the courses when they needed them while 68 percent indicated students "usually" had access to the necessary courses. Based on interview responses, smaller community colleges suffered the consequences of recent budget cuts more than larger institutions. One of the smaller institutions indicated that access was seriously affected at their college because they simply did not have the money or faculty resources to offer more sections of college preparatory English or freshman composition. Seven respondents stated that certain letters courses were subject to enrollment limits. The majority of those courses were freshman composition and reading courses.

Respondents strongly felt that improving access could best be achieved by increasing the number of full-time faculty. The most pressing area is the continuing growth and demand for college preparatory courses which one respondent indicated "may force a conflict in faculty assignments." Appropriate balance between full-time and part-time faculty continues to be a problem. Several respondents voiced the opinion that the proportion of full-time to part-

time instructors was out of balance and indicated that there should be a more concerted effort to increase the number and percentage of full-time faculty. Other recommendations for improving access included uniform exit standards for public high schools, elimination of social promotion at the secondary level, increasing the number of sections offered, allowing courses to be offered in spite of lower enrollment, having the flexibility to offer additional sections of letters courses when student demand warrants such additions, and having access to additional funding.

Access and student financial aid. Another vital aspect of the access issue involves the availability of student financial aid, especially for those who are financially needy. According to a recent report by the Postsecondary Planning Commission (PEPC), there has been a shifting away from need-based programs to merit-based programs (Student Access to Higher Education, 1991). The report states:

> Most disturbing . . . is the inconsistency between financial aid policy and state action in terms of the allocation of resources between need-and non-need-based programs. Financial aid programs can continue to reduce financial barriers and thereby enhance access to higher education only if state budget appropriations go primarily to need-based aid programs. The FSAG [Florida Student Assistant Grant] program, in particular, needs to be funded at a level sufficient to provide students with awards that meet their financial needs. (p.37)

As an indicator of the degree of financial need, 35,000 community college students applied for FSAGs during the current academic year. Of that number, 17,000 were deemed eligible to receive funds, but only 8,000 received

allocations. The remaining 9,000 applicants represent Florida's unmet student financial aid needs with regard to FSAG funding.

2. Recommendation. It is recommended that budget requests continue for financially needy students and that community colleges continue to search for alternative sources for scholarship/grant money, i.e., foundations and private donors, thereby helping to lift financial barriers for needy students.

Assessment

After entrance exams have been given for placement purposes, the two primary forms of assessment utilized by letters instructors at the community colleges included diagnostic tests, which were used by 86.4 percent of the respondents, and writing samples, which were cited by 70.5 percent. Those who use the writing sample generally use it in combination with the diagnostic test. Some respondents accepted the various college placement test scores as valid placement indicators along with an analysis of performance in prerequisite courses. As students move through or exit from letters courses, the most commonly used and most frequently mentioned forms of assessment were common finals and/or exit examinations/essays scored in the same manner as the state CLAST exam. Other types of assessment used included collaborative learning through group projects, advising and counseling as deemed necessary, mid-term examinations, and student portfolios.

While portfolio assessment is increasingly mentioned in the literature (Darling-Hammond & Lieberman, 1992), it is apparently not yet being widely used within the community colleges themselves. With this method of assessment,

the student assembles a portfolio of his/her writing assignments, including revisions and instructor comments. The portfolio is usually read and judged by at least two instructors. The outside reader and the student's instructor must both concur that a given paper is passable. The value of portfolio assessment lies in its ability to provide a more accurate picture of what a student actually knows and how much s/he has progressed. It enables instructors to have access to samples of the student's work over time and allows the student to demonstrate mastery of competencies in formats other than objective tests. It stresses the writing process as well as the product in that students have opportunities to revise and rewrite before submitting a final paper. Other advantages of portfolio assessment include the benefits of increased collaboration among faculty who are readers of the portfolio and increased interaction among student writers themselves through peer review. Since portfolio assessment is comprehensive and longitudinal, letters divisions/departments should consider the merits of adding this procedure to the existing forms of assessment currently in use.

If the placement examination should misplace a student, virtually all of the colleges have procedures to allow that student to be more appropriately placed. Some institutions require that the student retest for proper placement. Others use the first week of classes for diagnostic testing and securing writing samples upon which final decisions regarding student placement are made. In many cases, the student is sent to the department chair who counsels the individual into the proper level. Most colleges attempt to accomplish these changes during the first week

or two of class, but some are flexible enough to allow the student to make the change anytime during the semester. Students who are moved to a lower level course, which happens much more frequently than a move upward, are "encouraged to use appropriate academic support service such as labs and tutors." One respondent indicated:

> If a student is misplaced in a Prep course he/she is given the opportunity to take the final for the class early in the semester. If the exam is passed he/she has completed that Prep requirement. If a student is misplaced in a Freshman Comp. class he/she is transferred to a Prep class.

Placement examinations. Interviewees and survey respondents were generally dissatisfied with the current placement test situation. The state system currently recognizes four tests for placement purposes: ACT, SAT, ASSET, and MAPS or its computerized version referred to as CPT. Part of the difficulty with this choice is that none of these tests necessarily correlate with one another nor do they measure the same skills in the same manner. Hence, there is a lack of consistency statewide with regard to placement. Another frequent complaint voiced about these tests is that they are not good predictors of student success. For those colleges using MAPS, there is dissatisfaction with the cut score. Many feel cut scores are too low thus allowing students access to courses for which they are not prepared. There was a strong feeling among faculty that accurate placement would do much to cure entry problems with students in letters courses.

A possible solution to the placement problem is on the horizon. Efforts are underway at the Department of Education (DOE) to develop a statewide

placement exam that will be a more effective measure or indicator of student preparedness for college success and also will alleviate some of the confusion statewide with institutions selecting from among five different placement examinations, all of which have limitations and shortcomings. Department/ division chairs and faculty were receptive to the idea of using a common placement exam and would welcome its implementation. The timeline for test completion is as follows:

1. The request for proposals are out as of the writing of this report.
2. Contract approval with selected testing agency - April 1993
3. First test administration - September 1994
4. Computer adaptive version available - June 1995

Once the new placement test is implemented, an effective assessment system should be in place statewide which will include the Grade Ten Assessment Test (GTAT), the common placement test, and CLAST. In the spring of 1992, high school students began taking the GTAT. The purpose of this assessment test is to identify the student's level of skill in mathematics and English. Results of the GTAT will allow the student to know how well he is progressing toward college-level skills. If the student does not perform well on the GTAT, s/he has two years of high school to concentrate on improving his/her level of performance. Therefore, the GTAT could well serve as an early warning for college-bound students. Then, at college entry, the common placement exam will also examine student skills in relation to mathematics and English as does the CLAST at college exit. Consequently, all three tests will be related to one

another with respect to the skills covered and should provide valid indicators of assessment and achievement.

3. Recommendation. It is recommended that the GTAT be used as an early warning signal to stimulate college-bound students to accomplish the levels of competency required for college entrance in reading, language, and writing while they are still in high school.

With regard to longitudinal follow-up, most letters personnel indicated they relied on Level I data displays supplied by the Division. (See Appendix 3, p. 77) Level II reviews at the institutional level also allow the colleges to take an in-depth look at their respective programs in letters and to develop plans/goals to meet needs or to solve problems. Twenty-five survey respondents indicated that their institutions did do some degree of follow-up on students after they left the campus. However, the majority of the follow-up activities were done by the Office of Institutional Research rather than at the departmental level. Some departmental efforts are now being made at some institutions to track the performance of students who begin in college preparatory classes. Other informal attempts at tracking students through their programs have been made sporadically, but usually time and budget constraints prevent departmental tracking efforts from being incorporated on a regular basis. Since letters division/department chairs and faculty members are keenly aware of the kinds of follow-up data that would be helpful to them and since the type of information will vary from college to college, it is recommended that divisions/departments collaborate with institutional research divisions to determine how that information can best be generated and by whom. The Accountability Plan, scheduled for full

implementation in 1994, and the Master Plan, currently in the process of being updated, will undoubtedly serve as indicators of the kinds of data that will be essential. Letters divisions will want to pay particular attention to the monitoring of college preparatory success rates within their institutions as well as CLAST performance of letters students who have accumulated 60 hours of credit, regardless of when they first sat for the test.

Assessment and CLAST. The CLAST examination serves as both an exit assessment and an outcome. Recent data on CLAST test results for the year 1992 reveal that passing rates for reading, English language skills, and the essay were 70 percent, 77 percent, and 92 percent respectively. (See Appendix 4, p. 79) Those rates have been relatively consistent over time, with approximately 25 percent of students not passing the reading and languages skills sections and 10-11 percent failing the essay portion of the test. Reconciling the numbers failing the letters portions of CLAST is sometimes difficult when contrasted with passing grades earned in letters courses. Survey respondents also indicated that at some colleges students are encouraged to take CLAST at the earliest opportunity which may be before they have had the necessary courses to cover the competencies. Consequently, some students are taking the exam before they have had a review of the skills to be covered and do not perform very well.

Articulation

Survey respondents were asked whether they met with faculty and/or representatives of secondary, vocational, and upper division institutions to discuss common programmatic concerns. Table 1 indicates the results. It can be inferred from the percentages in table 1 that the majority of articulation efforts in the letters divisions/departments appear to be taking place with secondary schools with over half of the divisions actively participating. The table indicates that 57 percent of the respondents answered "yes" to the question, "Do you meet on a regular basis (at least once a year) with your counterparts at the high school level?" However, it can be inferred that the remaining 43 percent have little or no interaction. It is strongly recommended that schools who have engaged in a meaningful communication process continue to do so, and that institutions who are not currently participating take steps immediately to get involved. This is essential for improving the quality of education in general and to ensure a better prepared student at entry to college.

Table 1

Degree of Community College Interaction
with Other Educational Agencies

	With High School Representatives	With Vocational Representatives	With Upper Division Representatives
Yes	57%	17.6%	38%
No	43%	82.4%	62%

According to Dr. Laurey Stryker, Chair of the DOE Articulation Coordinating Committee, strong state-level energies are currently directed toward improving the preparedness of secondary students as they move into postsecondary institutions. Special efforts are being made to meet with counselors and faculty at secondary institutions to impress upon them the kinds of knowledge and general academic expectations college faculty have of entering freshmen. Ideally, if entry test results indicate deficiencies, students should have opportunities to remediate before entry to the college. The new GTAT, discussed on p. 14, may prove to be just the vehicle to provide early opportunities for remediation.

Based on the information in table 1, it appears that interaction with vocational centers is minimal. Some respondents indicated that the recent tech prep emphasis is providing impetus for greater interaction and communication with vocational schools, but the process is only beginning. Tech Prep Associate Degree (TPAD) is an alternative program offered to high school students in a 4 + 2 or 2 + 2 configuration. It involves rigorous course work in mathematics, science, English, and computer technology. The program requires two years of postsecondary study. Courses are taught in an applied manner and students receive hands on experience in their field of specialization. Successful model TPAD programs around the country have demonstrated significant increases in SAT scores by participants and boasted as much as a 27 percent increase in the number of participants enrolling in community college programs as compared

with high school students completing a general program. Early indicators are that this program has potential for significantly decreasing the numbers of students requiring college preparatory course work upon entry to college. For that reason alone, the tech prep program deserves the support of the community colleges.

While some schools have excellent articulation with university counterparts to aid transfer students, other colleges have next to none. Reactions representative of the respondents to the articulation efforts were:

> --We meet with secondary and university administrators, but not faculty! NEED TO!
>
> --District level does.
>
> --Intermittent rather than regular meetings occur with high school and upper division college faculty in letters. Some of these meetings produce significant outcomes, such as the CLAST articulation project.
>
> --Through mentoring, informal interaction with adjunct faculty who are also high school teachers; informal interaction with neighboring university faculty in seminars, conferences, classes.
>
> --We don't even meet regularly with faculty from our other campus, although all of the above would be beneficial.

While articulation efforts are well underway at many community colleges, there is room for improvement at all levels. The 2 + 2 concept in Florida between universities and community colleges is likely to receive continued emphasis with larger numbers of students being referred to community colleges due to overcrowding and tightened budgets at the state's nine universities (Mercer, 1992). Thus, the transfer process to the upper division should allow students to move through the system with a minimum of difficulty and/or

redundancy. Based on survey responses, increased efforts are still needed to make high school students, parents, faculty, and administrators aware of what level of student performance is expected at entry to college.

In May of 1991 an ad hoc committee on articulation issues, chaired by Dr. Kay Heimer, President of Lake City Community College, submitted guidelines for improving articulation to the SBCC. Those guidelines are summarized as follows:

1. Provide for an ongoing exchange of ideas and information.
2. Establish joint program agreements.
3. Facilitate the efficient and cooperative use of resources.
4. Encourage an outreach across each level of education and into the communities served.
5. Utilize the state Articulation Coordination Committee as specified in SBE Rule 6A-10.024(2).

4. Recommendation. It is recommended that administrators and faculty alike continually promote and support the May 1991 guidelines of the Ad Hoc Committee on Articulation which advocated increased interaction between and among public schools, area vocational centers, community colleges and upper division colleges.

5. Recommendation. In support of the SBCC's recommendation that high school students who are college bound be required to take college preparatory courses, it is recommended that community colleges assume a pro-active role in relaying that information to parents, students, administrators, and faculty at both middle school and high school levels.

In a culture that is increasingly dependent on information and the knowledge explosion, there will be an increasing need for added education, training and re-training, and lifelong learning. In that context, different educational agencies cannot operate in isolation. Rather, increasing dialogue needs to take place to assure that the educational missions of each are understood

and a means is found to serve students in such a way that doors are opened to allow for career progression as well as career change.

Curriculum

Rule 6A-10.030, commonly referred to as the Gordon Rule, clearly states that in order to be awarded an A.A. degree students must successfully complete twelve semester hours of English course work in which the student must produce a minimum of 24,000 words of writing. Also required are six hours of mathematics at the level of college algebra or above. Success is defined as a grade of "C" or better.

In exploring reactions from practitioners on how the Gordon Rule has impacted the letters curriculum, responses were both abundant and varied. Positive reactions to the Gordon Rule far outweighed negative reactions. The negative impacts centered around two major points: (1) an artificial 6,000 word limitation which some professionals perceived may cause increased emphasis on quantity rather than quality of student writing; and (2) the increased burden on faculty in paper correcting. The positive outcomes are reflected in the following survey responses: "It has been extremely beneficial--best thing to happen in letters." It has promoted "greater consistency in requirements between professors and among campuses." It has "raised student awareness of accountability." It has "strengthened the instructor's role in developing the writing process." It has "improved writing, increased grading standards, and increased awareness of the critical need for writing skills." It has given "positive reinforcement to the fact

that English instruction is essential to success in college." It has "focused attention on quality and quantity of writing, and has been useful in enforcing standards." One respondent summed it up this way, "The Gordon Rule has kept us focused and has given an opportunity to examine our course objectives as well as our grading criteria."

Overall, the curriculum is generally quite stable with a typical array of courses including freshman English, creative writing, technical writing, American & English literature, world literature, selected topics in literature (i.e., women in literature, Afro-American literature), contemporary literature, public speaking, discussion, debate, and college reading. Also included under the English divisions, for the most part, are anywhere from three to five courses labeled as college preparatory for those students who place below the cut-off scores on the placement tests and special English classes for non-native speakers of English. Responses to the survey revealed that relatively few courses have been deleted during this past year. New courses added have tended to be in the area of literature reflecting multicultural issues, remedial grammar, and additional college preparatory and ESL courses.

It is primarily through the courses mentioned above that the necessary skills are taught leading toward the associate in arts degree. If students do not obtain the necessary skills through classwork alone, the community colleges have done an exceptional job in providing a host of ways for students to meet necessary writing and language skills in order that they will have every

opportunity to prepare themselves for the CLAST examination and for eventually obtaining the A.A. degree. In addition to classroom work, they have academic support laboratories where they can receive individualized instruction from qualified instructors, special peer tutor programs, workshops, review sessions, video tapes, software, and practice tests--all designed to help students succeed.

Curriculum strengths. When faculty and division chairs evaluated the strengths of their current curriculum, 45.2 percent indicated that the greatest strength was a combination of quality faculty and uniformity in course requirements. Having dedicated, enthusiastic, full-time and part-time faculty who are competent and flexible in both style and method of teaching do much to enhance the teaching/learning process. When that is combined with uniform standards, syllabi, textbooks, course content, and exit examinations, practitioners feel that curriculum standards will be met, especially if there are also high expectations on the part of faculty regarding student performance. A healthy ratio of full-time to part-time faculty is also essential to maintain curricular strength and integrity. If the balance becomes distorted with a heavy reliance on part-timers, there is a perception by faculty and students that quality suffers.

Curriculum content. The Gordon Rule and CLAST have impacted letters curriculum content significantly since the mid-1980s. They have been the catalysts for the increased emphasis on writing and have become the standard means of measuring minimal competencies for A.A. graduates. The Gordon Rule

is responsible for the 24,000 word writing requirement in general education courses and has contributed to the increased workload on English instructors in particular. While the ruling was not popular with all practitioners in the field, most professionals agreed that since the ruling was passed, they have witnessed an improvement in student writing and that it has made a difference.

According to the survey respondents, basic curriculum content in letters courses is determined primarily through the collaborative efforts of the faculty or by the individual instructor with reinforcement through a published syllabus. Also influencing the shape and direction of the curriculum, though to a lesser extent, were the textbooks themselves and CLAST competencies. Some colleges have college-wide curriculum guides which specify learning outcomes. Others are working in that direction.

Curriculum enrichment. In terms of enriching the curriculum, 57.1 percent of the respondents indicated that additional computers, computer-related hardware and software would most benefit curricular efforts at the respective colleges. Some advocated the need for computer labs for teaching writing, others would like to see a computer for every faculty office, and still others see computer networking or having access to top quality instructional software to be a more immediate need. One respondent had the following recommendation for state level action:

> There is a need for a state level initiative to develop computer-assisted instruction programs for all of the CLAST competencies. Much of this

material is learned through repetition which is the strength of CAI systems.

A possible solution to the need for additional CAI or other self-paced reinforcement of CLAST competencies or for the letters curriculum in general would be to have a central location where faculty would have access to best practices and/or model programs in the state. Several community colleges have already developed a variety of materials to assist students to master essential academic skills. These materials could be disseminated for the benefit of all students were such a center available.

6. Recommendation. It is recommended that a location be established for the dissemination of best practices or exemplary programs to which all community colleges would have access.

One respondent provided a sobering response worthy of reflection with regard to curricular improvement when s/he stated:

> I am not certain that anything "new" would help. We need to have a better product coming into the college. How can we enrich a curriculum which is more difficult to teach to students today? I find that students want the minimum. Our literature courses are slowly dying.

This comment raises the larger issue of student preparedness and is treated in the section of this report labeled students.

Speech. The survey asked two questions relating to speech. Is speech a required course in your present curriculum? Should it be a required course? Responses were:

Is Required		Should Be Required	
Yes	21	Yes	19
No	18	No	11

Those who require it and those who feel it should be required are convinced that effective speaking and listening skills are essential in today's society and, consequently, should be a curriculum mandate, not an elective. In addition, State Board Rule 6A-10.0310 defines specific speaking skills required in order to pass CLAST but, as yet, a procedure for measuring the speech competencies specified in rule has not been developed. Further, the Southern Association of Colleges and Schools (SACS) accrediting criteria state that within the general education core the institution "must provide components designed to ensure competence in reading, writing, oral communication and fundamental mathematical skills" (Criteria for Accreditation, 1992, p. 24).

Those who do not think it should be required reason that the skills are already being taught in English and other courses which students are required to take. Students enrolled in the general education curriculum are deprived of almost all electives as it is. Requiring speech, they maintain, would further limit the number of elective options from which general education students could choose.

An advocate of required speech courses illustrates the importance of proper speech training in the following statement:

> About every job advertisement one sees includes the phrase, "Good written and oral communication skills required." As more businesses move toward participative management systems (which is required in almost every quality enhancement system), the ability to express ideas both in written form and interpersonally will be an even higher priority. Students often hate taking the class but that emotional reaction is an indication of how much they need the class.

This comment forcefully illustrates that effective speaking and listening skills cannot be left to chance. Therefore, if colleges do not require speech courses per se, it is incumbent that they offer by other means the necessary speaking/ listening skills required through rule. This should be done in a clearly defined manner.

7. Recommendation. It is recommended that community colleges that do not require students to take speech make a concerted effort to offer structured speaking experiences in clearly specified courses to assure that all students have opportunities to master basic speech competencies.

Curriculum and college mission. The following quotations are taken from the survey responses and reflect the answers of department chairs and faculty in letters to the question, how does the letters curriculum help to carry out the mission of the college?

> --The letters curriculum adequately addresses the mission by multi-faceted offerings which meet the diverse needs of all students, regardless of level or goal.
>
> --[It allows for] provision of reading, writing, listening, and speaking skills necessary for effective analysis, critical thinking, and communication. [It] also contributes to affective learning through self/cultural awareness and examination of social and ethical issues.
>
> --The letters curriculum is provided as a part of the mission of the college which prepares freshman and sophomore students for upper division baccalaureate studies; and which increase understanding of other countries and cultures.
>
> --The letters curriculum attempts "to bring together the diverse social, ethnic, political, and economic factors in a democratic and open society." The curriculum is based upon the assumption that "each student is different" and thus needs support from a diversity of support agencies (writing lab, reading lab, writing center, etc.). We supply such support. Thus we support an "open door" and include opportunities for "individual

growth, professional development, and academic achievement" for all students. "Planning and evaluation are on-going processes." . . . We offer a two-year program that prepares students to transfer to the upper division of either a four-year college or university and a college-preparatory program that provides students "assistance in basic skills" to make them able to perform as college students and more effectively in the work place.

--We are a comprehensive community college, and as such we endeavor to accomplish all 4 missions--transfer, career, remedial, and community services. The English curriculum is a major focus of almost all of these missions.

--The letters curriculum is provided as a part of the mission of the college which prepares freshman and sophomore students for upper division baccalaureate studies and which increases understanding of other countries and cultures.

--The college's mission includes the statement that each student "...has the opportunity to develop attitudes to the fullest, in addition to acquiring knowledge, skills, habits, understanding, and values necessary for economic security, for fulfilling social and civic responsibility, and for personal fulfillment." In addition, the mission asserts that we are to provide instruction which will allow students smooth transition into upper level universities and/or the work force. Through the self exploration required in both writing and speech assignments the student begins to clarify his/her views about appropriate roles in society. Values, norms, and expectations of society and of the student begin to emerge through these assignments. Further, the quality of instruction in the letters curriculum has a direct impact on the ability of our students to transfer into the university system and/or move into the work force.

Certainly, curriculum is the vehicle by which mission is transmitted to the student and the community. Consequently, congruence between mission and curriculum is essential as a measure of institutional effectiveness. While mission statements generally are lofty and philosophical, the curriculum becomes one of the practical means by which mission can be realized. Effective institutions will want to see that mission is repeatedly articulated, examined, and discussed so that

curricular goals are consistent with it. In that regard, letter departments/divisions are encouraged to examine the college mission statement in light of the department's own curricular goals to determine whether there is congruence between them. If congruence is lacking, letters departments/divisions should take such action as is necessary to bring them into harmony.

Instruction

Survey respondents were asked to indicate what methods of instruction were used most frequently in their letters courses. The tally which follows indicates the frequency of responses for a given instructional method.

Table 2

Frequency Indicators on Use of Various Instructional Methods

Instructional Method	Number	Percent
Lecture/discussion	43	97.7
Lecture	25	56.8
Laboratory	25	56.8
Learning laboratory - independent study	20	45.4
Group projects	20	45.4
Other (workshops, tutoring, computer support, videos, etc.)	12	27.2
Non-laboratory independent study	10	22.7
Televised instruction	8	18.1

Although a variety of other approaches are reflected, the responses indicate that the traditional lecture/discussion approach predominates with 97.7 percent of the respondents indicating it was the method used most frequently. While lecture/discussion certainly remains a viable and successful method of instruction

for many student learners, faculty should be encouraged to provide alternative approaches and to be cognizant of different students' learning styles. Students who are actively engaged in the learning process are more likely to become involved learners than those who remain passive receivers of information. Therefore, providing a variety of instructional approaches allows students to choose the method that compliments their individual learning style. Learning laboratories, individualized instruction, computer assisted instruction, small group work, and simulations--all provide students with active, participatory learning experiences.

Instructional standards. Approximately 80 percent of the respondents indicated that curricular standards and levels of difficulty in letters courses were largely determined by college and division/department requirements. In addition, the majority indicated that the whole of the curriculum moves much beyond the minimal CLAST competencies. Other influential determiners of rigor included course content and instructor expectations. Though mentioned less frequently, student ability at entry to a course was also a factor.

The Division's report on the associate in arts degree (February 1991, p. 34) cited PEPC data and Division data on grade distribution. The report found that 48 percent of A.A. grades were above a C. PEPC's figures were considerably higher than that. Both reports support the finding that the distribution of grades remains problematic. The nature of the problem intensifies when students who receive A's and B's in college course work still have

difficulties passing the CLAST exam. The issue of standards as it applies to grades students receive is one that needs to be carefully monitored by each institution and kept consistent with their own defined concepts of rigor.

Another indicator of standard control is class size. Proviso language stipulates in Specific Appropriation 541 of the 1992 General Appropriations Act "that colleges shall continue to the extent possible to reduce the class size of college level English and mathematics courses to an average of 22 students." Survey respondents indicated that, for the most part, letters courses which involve writing have been limited to twenty-five students. Most colleges have held to that limit. However, due to budget restraints this past academic year, some institutions were forced to increase class size because they could not afford to hire additional faculty to open additional class sections. While the number 25 seems reasonable enough if a faculty member is teaching one or two sections of composition, it quickly becomes unwieldy when the instructor teaches five sections. A student load of 125 x 6,000 words of writing = 750,000 words of writing to be corrected per semester--an intimidating task. Keeping class size down to the recommended 22 students would help to lift the correcting burden most letters faculty carry. It would also help if state funding levels supported an average class size of 22.

8. Recommendation. In keeping with 1992 proviso language, it is recommended that state funding be made available to maintain an average class size of 22 in English courses.

Accommodating individual differences. Community colleges can justifiably be proud of their accomplishments in terms of addressing the individual needs of students. They are the teaching institutions and are committed to student-centered philosophies. Many of the colleges have developed or are developing self-paced English and reading courses so that students can move through them at their own rate of speed, a commendable action. Students have ready access, for the most part, to learning labs where they can receive individual assistance from qualified instructors and/or peer tutors. Instructors confer with students during regularly scheduled faculty office hours. Student success and/or college survival courses are offered on several campuses. Counseling and advisement services are made available to students. Special testing and assessment services are available, not only for placement purposes, but also for determining special learning problems. Virtually all community colleges have offices for disabled student services where physically handicapped and learning disabled students can receive special help. Several respondents indicated, however, that faculty are not trained to work with disabled students which creates a problem for most campuses. A few colleges have hired faculty who are trained to work with students who have learning disabilities, but largely the issue has not been addressed in any meaningful way. Just as physically disabled students have special needs, learning disabled students require special diagnostic and assessment procedures, ancillary services, faculty who are trained to work with learning disabilities, and special tutoring services. Since the numbers of these disabled

students are expected to grow, the issue will continue to be problematic for the majority of the colleges unless it is addressed in a substantive way.

9. Recommendation. It is recommended that the State Board of Community Colleges develop and implement a plan that would create special funding strategies for disabled students in all programs available at community colleges.

At most campuses, English as a Second Language (ESL) is offered to meet the needs of non-native speakers of English. However, the numbers of students in this category continue to increase. Some colleges are having difficulty finding enough faculty and in offering enough sections to meet the need. English and reading classes are especially in demand for these students. Often ESL students spend a full year and a half on campus before they are ready to take the first college level English course; consequently, it means that much faculty energy is expended before these students ever reach college level and much patience is required by the students about the length of time it will take for them to reach their educational goals.

Options community colleges may want to consider in addressing the needs and problems of the ESL population include: (1) know what your priorities are in terms of institutional mission and what percentage of your resources can be committed to the ESL program; (2) set rigorous guidelines and cut-off scores on the TOFEL as part of admission standards; (3) give serious attention to intensive emersion programs in English for non-native speakers where the focus is only on language and the student is unencumbered with other courses; (4) investigate what options are available in terms of external funding for such programs.

If these students are given access to college programs, the community colleges are ethically obligated to see that programs are in place to address their needs. As the numbers of pre-college, ESL, and special student populations grow, more resources are needed to support the labs and other special services that they need.

10. Recommendation. It is recommended that state funding for ESL programs be increased to accommodate the growing numbers of non-native community college students requiring such services.

Improving teaching and learning. Survey respondents and interviewees had some insightful comments about how to improve the teaching/learning process. The most frequently occurring response was the need to hire more faculty. Interviewees had compelling reasons for stressing full-time instructors over part-time instructors. Their perceptions were that full-time instructors are more involved in campus and student concerns. They are more readily available to students, more actively involved in curricular concerns, and more committed to the institution as a whole.

Other areas that were suggested by respondents to improve teaching and learning included the effective use of and ready access to computer and video technology, continuity in and enforcement of departmental standards, a unified curriculum statewide, smaller class size, higher academic and behavioral standards, an established college wide curriculum with accountability measures, greater support for faculty/professional growth, closer monitoring of quality in Open College opportunities, and more clearly stated articulation agreements.

Relating to the quality issues above, two respondents made somber statements reflecting a degree of despair which policy makers both at the state and institutional levels will want to heed. Their statements follow.

> --I have become very discouraged. We hire outstanding faculty then work them to death. We need to raise the scores for placement essays. We need to place less emphasis on a required number of words to write and more on quality. We need to place limits on the number of times a student can enroll for a class. We have had students enroll for ENC 1101 as many as 11 times. One suggestion is a mandatory study skills course that included time management.

> --I strongly believe in the "Open Door". However, if the open door is to be more than just an empty promise our instructors have to have the time and tools to deal with students who come to us with inadequate skills. More access to computers and other technology is important. But the most important element in fulfilling the promise of the open door is caring and qualified faculty who have time to deal with individual students. Forcing us to teach more students with fewer skills on smaller budgets makes the open door an empty promise and a cruel joke.

The concerns about quality higher education are universal in educational circles and society in general. The demand for a more highly educated student is everywhere. To that end, increasing emphasis will need to be placed on teaching techniques and student learning styles. Bold initiatives may need to be taken by faculty to break the reliance on lectures as a primary means of dispersing knowledge. As the demands for accountability continue to gain momentum, more specific outcomes will be expected and will need to be documented. Fortunately, the Community College System in Florida is not without directives in that regard. The Master Plan and Accountability Plan both provide the framework for which letters divisions will want to evaluate themselves.

11. Recommendation. It is recommended that letters divisions/ departments use the Master Plan and the Accountability Plan as a means to place renewed emphasis on how to achieve and maintain quality standards with regard to curriculum, student performance, and faculty performance.

Equipment needs. Out of forty-four responses from the various colleges, thirty-four (77 percent) indicated that their primary equipment needs were for more computer terminals, computer networks, computer labs for writing purposes, computer software, and CD ROMS. Those involved in speech expressed a need for camcorders, VHS monitors and players, and video labs.

12. Recommendation. It is recommended that the state continue to seek funding to be made available to community colleges for computer-related software and hardware for the enhancement of learning.

Academic support labs. Nearly all of the respondents stated that students enrolled in letters courses had access to academic support labs to reinforce concepts taught in class. Generally speaking, attendance at the labs was voluntary for college level students but mandatory for college preparatory students in English and reading. Often students are referred to the labs by instructors who have spotted deficiencies in a given student's performance. Unfortunately, according to some respondents, some students who really need the lab's services fail to seek it out. Others who do seek the services of the lab are sometimes frustrated because the lab is too small and does not have adequate numbers of faculty or other personnel to assist the students who want to be served. Overall, there was an awareness that these labs do provide a valuable service to students and to faculty by offering academic reinforcement using a variety of instructional

approaches. It was readily apparent that there will be a continuing need for these labs and that additional resources will be necessary to fund them.

Faculty

Demographics. The following information is provided to indicate what the current demographic trends are for faculty in the discipline of letters. It should be noted that this information is not complete in that there were only 44 responses from a possible total of 55 campuses. Additionally, for those who did respond, some did not have data for part-time instructors, and some chose not to respond to the questions in this section either by choice or from oversight.

What these demographics reveal with regard to age of full-time faculty is that the majority of faculty members fall into the brackets of forty and above with almost 10 percent at the age of sixty and above. Using the total of 640 full-time instructors indicated in table 3 and assuming 10 percent of that number will be eligible for retirement in the near future, community colleges should anticipate having to replace sixty-four instructors in letters alone. Table 4 addresses the educational level of full-time faculty. Percentages are indicative of high quality with a full 20 percent holding doctorates, over 29 percent holding an M.A. plus 30 additional hours, and slightly over 49 percent holding a master's degree. With regard to race and gender, table 5 indicates the faculty population in both full- and part-time letters positions is composed of predominantly white females. Minority representation needs to be monitored and addressed in colleges where it falls below the average minority population of the area.

13. Recommendation. It is recommended that community colleges address the issue of minority representation in faculty ranks through active recruiting of minority candidates and through the use of minority candidate pools.

Table 3

Numbers and Percentages of Full- and Part-time Faculty by Age Category

Full-time Faculty

Age	Number	Percent
20-29	26	4.0
30-39	117	18.3
40-49	273	42.7
50-59	161	25.2
60+	63	9.8
Total	640	100%

Part-time Faculty

Age	Number	Percent
20-29	89	12.1
30-39	194	26.4
40-49	269	36.6
50-59	102	16.3
60+	63	8.6
Total	735	100%

Table 4

Numbers and Percentages of Degrees Held by Full- and Part-time Letters Faculty

Full-time Faculty

Degree	Number	Percent
Doctorate	128	20.5
M.A. + 30	183	29.5
M.A.	308	49.5
BA/BS	4	0.6

Part-time Faculty

Degree	Number	Percent
Doctorate	54	7.3
M.A. +30	74	10.1
M.A.	491	66.4
BA/BS	120	16.2

Table 5

Race and Gender Numbers and Percentages
for Full- and Part-time Letters Faculty

	Full-time			Part-time		
	M	F	%	M	F	%
White	217	311	82.9	201	476	88.6
Black	17	57	11.6	13	33	6.0
Hispanic	15	19	5.3	17	16	4.3
Indian	0	1	0.1	1	1	0.3
Asian	0	0	0.0	1	2	0.4
Alien	0	0	0.0	2	1	0.4
Totals	249	388		235	529	
Percents	39.1	60.9		30.8	69.2	

Faculty development. Respondents stated that the most common forms of faculty development available to them were conferences, workshops and/or seminars, and college credit courses. Other forms of development, though less frequent, included self-selected projects, sabbaticals, and faculty exchanges. When asked what types of faculty development they would like to see offered, responses varied. Representative comments follow.

--Seminars on helping students with learning disabilities.

--More opportunities for exchanging techniques and ideas from people in the discipline (going to conferences). Faculty exchange programs within the state.

--Graduate level courses offered on the campus or within the city.

--Team teaching in Gordon Rule courses.

--Flexible course load to span the full year.

--Visits by "great authors."

--An exchange program whereby our faculty can serve one semester in K-12 or at the university level, and their faculty would serve with us.

--Visiting scholars/consultants for on-campus or televised workshops.

--Assessment training.

--Provide release time for therapeutic reasons--faculty burnout.

--Seminars on teaching "our type" of student.

The comments above represent a faculty "wish list" in addition to the traditional faculty development through workshops, seminars and course work. Several were very satisfied with the programs that already existed on their campuses while others would like more opportunity to travel to conferences and to exchange ideas with other faculty in the discipline. Some expressed remorse about the loss of SPD funding due to budget cuts.

New faculty. The twenty-eight community colleges appear, for the most part, to have solid programs in place to assist new faculty members. Only three respondents said little or nothing was being done in their letters departments/ divisions. The overwhelming majority had a combination of faculty mentoring or "buddy" programs and more structured orientation programs which provided faculty handbooks and numerous other kinds of information helpful to beginning instructors. Some programs were more formal in nature such as taking a course on the community college student while others involved more informal approaches--visits with other faculty members or asking questions of faculty as they arose. Both appeared to bring

about the desired results. Faculty chairs or department heads also make special efforts to meet individually with new faculty to acquaint them with policies, procedures, and to discuss the student population mix. The following comment by one respondent provides a good summary of types of procedures followed.

> --Given sufficient lead time, new faculty are invited to have conferences with senior faculty to discuss policy, procedures, student problems and strengths, etc. They are also encouraged to sit in classes and observe experienced faculty in action. To introduce them to the kinds of writing they are likely to meet, I have prepared a document that I distribute to all new faculty teaching freshman composition, and . . . [the] Coordinator of College-prep English, provides all new faculty with course outlines, department objectives, and all kinds of handouts that have been used successfully. We also provide an adjunct faculty orientation during the evening of one of the first days faculty come back in the fall to orient all part-time faculty to students, policies, procedures, etc.

Students

Perhaps the most painful outcome of this study is the picture that emerges of the contemporary community college student. While any administrator or faculty member can give many examples of outstanding, successful students who have achieved despite hardships; the overall picture as perceived by survey respondents was bleak. Generally speaking, students are coming into the colleges underprepared academically and attitudinally. Only 52 percent of the respondents felt that students in entry-level reading and writing classes had the necessary skills to be successful. The remainder felt that students' entry-level skills were weak. One respondent indicated that basic skills were "a major problem even for those who have had honors classes in high school."

When asked to list the major academic weaknesses students have at entry to letters courses, the following emerged.

--Don't transfer or apply knowledge gained at one level to skills required at subsequent level.

--Speaking, writing, and reading deficiencies.

--Abstracting, proofreading, recognition of errors, drawing inferences, using evidence.

--Very weak in essay writing in general, and grammar mechanics in particular.

--Weak literacy skills - reading and writing inexperience; unsuccessful grammar instruction. Aversion to "English" courses.

--Writing is poor/ Unable to think critically/ Small knowledge base/ Poor interpersonal skills.

--1. Lack of writing experience from high school. 2. Little interest in reading. 3. Unrealistic (too low) expectations of needed effort.

--Reading, writing, and critical thinking.

--Inability to read at a college level. Lack of knowledge of basic grammar skills.

--Weak grammar and weak understanding of the need to prove your point with evidence.

--Poor listening skills; poor study skills; poor writing and reading skills.

--Students have few writing skills. Most are nonreaders and have reading comprehension problems. Most lack study skills and know little about time management.

--Reading and writing skills are weak in about 50% of our students.

--(1) low test scores in reading--i.e., barely higher than the state-set cutoff scores, which means they are reading on about the 9.5 grade level. (2) inadequate writing skills that are not identified by the ASSET--in many instances non-native speaking students do well on multiple-choice tests in ESL but cannot write at college level.

--Lack of critical thinking skills.

--Weaknesses vary according to student background. Some students need a good review of grammar basics; many students need work in writing stylistically effective sentences, organizing and defending ideas, studying, taking tests, and doing research.

--Below average writing/reading skills. Poor study habits. Lack of commitment to learning.

--Lack of writing experience. Little interest in reading. Unrealistic expectations of needed effort.

--ESL language interference, lack critical thinking skills for ENC courses.

--Lack of study, organizational, vocabulary and grammar skills.

--Below average writing/reading skills, poor study habits, lack of commitment to learning.

--Reading, writing, grammar/usage, thinking, lack of general knowledge.

--Not accustomed to essay exams. Have not read any literature - do not wish to read.

--Grammar, reading skills, critical thinking, writing skills.

--Poor reading comprehension skills, a lack of basic grammar knowledge, the inability to write basic paragraphs.

--Inability to construct a sentence/paragraph and poor reading comprehension.

The quotations above powerfully illustrate that reading, writing, and critical thinking skills of entry-level community college students are not where they should be.

When asked whether students are attitudinally prepared for the demands and challenges of college study, 77.2 percent of the respondents said no. They stated that many students underestimate the time and energy commitment. Another problem

voiced by one respondent was that "many students perceive the community college to be an extension of high school because it is in their own backyard." It appears many eighteen years olds just do not have the maturity to accept college responsibilities and expectations. That may be, in part, why several colleges have developed special courses in college survival skills and study skills.

According to division/department chairs and faculty, the major academic concerns of the students enrolled in letters courses appear to be finances; balancing family, work, and school; getting good grades; getting through the system as quickly as possible, and graduating. The sample quotations which follow are indicative of the frustrations faculty confront.

> --Most students work too many hours and are unable to balance work and school. Those with family problems are usually single parents. Students want good grades but they are unwilling to work for them. In the past they have been rewarded for doing just the minimum, and they expect to earn grades simply by attending class. Finances are a problem; however, students have over-extended themselves in terms of financial obligations--car payments, insurance payments, rent, etc.

> --Of the items mentioned in the list, only "getting good grades" seems to be an academic concern. And the students are in fact concerned about getting good grades. In fact, good grades are more important to the student than competence in the subject. It is not unusual for a student to drop a course in which s/he is not making an A or B. Most students interpret C, an average grade, as a failure. Pressure from students for good grades may be cause for grade inflation. Personal problems are not academic concerns in themselves, but they do have some bearing on the student's academic success or failure. One of the major problems is that the student frequently works too much or carries too heavy an academic load while working. The pattern for some of these students is that they seem to be all right until about the sixth week of classes, at which time the many personal demands begin to interfere with their classwork, they get behind, and frequently never catch up. Because of financial problems some students are not able to afford to buy books to start the semester. As a result they get behind and frequently never catch up.

--Many of our students are those seeking a "second chance"--They have had trouble in school, or they have been laid off due to the economy and are trying to improve their marketability, or they are single mothers trying to develop some marketable skills. Some of these students have a really hard time juggling all their responsibilities. Others are working for the wrong reasons--to maintain a car or an expensive social life. But the biggest problem is students who work too hard at a job or jobs to have time left for school; the second biggest problem would be students who are immature, spoiled and undisciplined.

These responses depicting the nature of the community college student reinforce the findings of recent research on university faculty responses to their student body. Opper (1992) found university faculty very disappointed in the writing, reading, and critical thinking skills of the undergraduate student. It seems that students have mastered the art of memorization and multiple choice renderings of knowledge gained; but when asked to apply higher order thinking to concepts, even some of those with a baccalaureate degree are sadly lacking.

Several steps should be taken to overcome the problems with student performance and student attitude. First, colleges need to clearly define their standards and expectations for student performance and adhere to them. Firm policies and procedures should be in place so that students who are below standards in English, reading, and mathematics are not admitted to any college-level course until their basic skills reach a level where they are adequately prepared to comprehend the material. Second, those standards and expectations need to be communicated and articulated with middle school and high school students, parents, faculty, and administrators as has already been discussed in previous sections of this report. Third, orientation sessions and/or other specially scheduled programs with older adult students and all

of the community college student body need to stress what is required academically and attitudinally for students to be successful. Student responsibility for his/her own learning should be stressed along with developing an awareness that sacrifices will have to be made. It may not be possible to be a full-time student with a full-time job and shoulder full-time family responsibilities. Students may need to be educated about making hard choices. Fourth, faculty and other college leaders need to consistently demand quality performance and develop the critical thinking skills of students without totally sacrificing understanding and flexibility under extenuating circumstances. Administrators should also give serious thought to developing a policy defining what clearly indicates a reasonable and fair number of student attempts at completing a given course.

14. Recommendation. It is recommended that community colleges establish policies and procedures defining a "fair and reasonable" opportunity for students to be successful in a course. If the student fails to meet requirements of the policy, appropriate counseling should be provided to direct the student to more suitable options.

Through the interview process, another issue emerged that needs to be addressed. Department chairs and faculty expressed concern about a rapidly changing student population. Students are more vocal and demanding about assignments given, the grades they receive, and what they expect from a course. There are growing numbers of students about whom faculty must be wary, i.e., those who are mentally or emotionally unstable. This mix of students and students' demands has increased faculty fears in working with some of them.

15. Recommendation. It is recommended that secondary, community college and university articulation efforts stress the need for student learning

activities that demand higher order reasoning and that emphasize written expository responses rather than short answers.

16. Recommendation. In order to ensure student success, it is recommended that students whose academic abilities are insufficient to meet the challenges of college-level letters courses be required to complete special programs or college preparatory courses until they can demonstrate readiness for college work.

Facilitating favorable student outcomes. To facilitate the adjustment of students to college, most respondents favored the development of effective orientation programs, student mentoring programs, required college survival courses for all students, strong advising/counseling processes that allow for one-on-one contact with students, and more faculty involvement in the advising process. Many advocated that articulation efforts should provide the framework for student access to college and the realization of expectations. Colleges need to work with high schools "to alert their students planning to come [to college] to prepare themselves academically for the work they will have to do . . . especially the reading and writing requirements."

For more efficient processing of students at entry to college, respondents indicated that telephone registration, computerized processing of information, more and better trained academic advisors, and continued efforts to increase the number of full-time qualified instructors would all be beneficial. What emerged as a salient point was the importance of accurate assessment through the placement test. Most faculty are dissatisfied with the cut off scores, indicating that they are too low and that students are placed into classes where they cannot succeed. Others are wary of raising scores and would like to protect the student's right to try. Overall, however,

there was wide agreement that the placement tests are faulty and more accuracy and consistency is needed with regard to initial assessment. The limitations and recommendations for change regarding placement have already been treated in the section on assessment and will not be repeated here.

What emerged as pertinent to facilitating favorable student outcomes were three main concepts. First was the need for more complete tracking and follow up of completers and leavers of courses and programs. Some clear-cut action has been taken with regard to that issue. The Division of Community Colleges has requested 1992 legislative support "to design and develop a system to enable the student data base to track individual students and targeted groups over an extended period of time at the program level being required by federal and state mandates" (It's a Brand New World (1992), p. 17). Should approval of the project be granted, funding would be available to the colleges for implementing academic audit and tracking systems. Second was a need for relevant workshops with regard to teaching and learning to stimulate and update faculty on teaching techniques and improving relevancy in the classroom. Third was the need to encourage students to accept full responsibility for their own learning. As one respondent indicated, ". . . too many expect to succeed without being willing to work hard."

Special Students/Special Programs

The community college as an open access institution serves a very diverse student body. With this diversity come special problems, challenges, and opportunities. Types of students who are increasing in numbers across the campuses

in the state include English as a second language (ESL) students often referred to as non-native speakers or limited English proficient (LEPs) students, learning disabled (LD) students, physically handicapped students, and academically disadvantaged students. These special students often face special barriers and problems that need to be overcome. In addition, faculty are often ill-equipped and ill-prepared to work effectively with these students. The quotations which follow help to define the parameters of the problem.

> --Non-native students have considerable problems in letters courses. More LD students are showing up. Both (special students) have difficulties in a traditionally generated college program.
>
> --Most professors are not trained to deal with this population. There needs to be more money committed for ESL students. Can the college continue to accept students who read on a 9th grade level or who have graduated from a public high school but who still cannot write using the English language because only a foreign language is spoken at home?
>
> --So much material must be covered in our developmental classes, the academically disadvantaged sometimes have real problems keeping up. [We] now have an ESL program! We'd love to have more help for faculty to assist them with LD students.
>
> --Limited English speakers show a marked disadvantage in all composition skills areas -- a real problem.
>
> --Very limited testing for LD/LEP. Misplaced LEP students in prep - subject to 3 attempt rule. Language minority students having to meet a foreign language (in addition to English) requirement - interferes with acquisition of English skills.
>
> --We seem to do pretty well with learning-disabled, physically disadvantaged, and academically handicapped students. Limited-English speakers, however, do not yet have consistent access to a program designed to help them attain college-level communication skills. We need to pay more attention to these students.
>
> --Non-native students and learning disabled students are having problems.

--We do not have full-time trained experts to work with the learning disabled and some physically handicapped students. Some older faculty may not know how to relate to disadvantaged students.

--Most of what I could say would be said better by others; however, I have noticed one problem--that of the students who fall in the cracks. The nature of our clientele is such that we get many students who have not been successful enough to do well in school and who cannot get admitted to a four year school. These students have some kind of learning disability that interferes with learning. I think that if we admit these students and take their money, we should provide more structured remedial help for them. I DON'T think that the regular classroom teacher should bear the burden of dealing with severe problems in class--they should be handled by remedial programs.

--Students with any of the disadvantages listed essentially come into the system with two strikes. Minority students are not quite as handicapped as the other categories but still face barriers, especially if they have no family history of academic success. Even if the obvious barriers of learning disabilities, physical handicaps, academic disadvantages, and limited English proficiency are addressed these students still face an uphill battle because of history of academic failure which is imprinted into their self-image.

--We have no help in identifying learning disabilities nor help in teaching them. Lack of funding and support for ESL and LD students.

In spite of obvious difficulties, several kinds of valuable services are being offered to these special student populations. All schools have an Office of Handicapped Services or its equivalent where students with physical handicaps can receive special counseling, assistance in the form of note-takers and interpreters, special diagnostic assessment, and alternate testing arrangements for those who require it. Many campuses have an ESL program for non-native speakers of English, and most campuses have developed college-preparatory programs designed to fill in the learning gaps for many of these special students. In addition, learning labs where students can receive individualized instruction and reinforcement of skills through a variety of self-paced methods and media are performing an invaluable service for

these special students. Respondents indicated that such labs are well-integrated into the college. Special machinery and equipment are available for hearing and sight impaired to assist in reading and speaking. Many colleges also make effective use of student tutors and special mentoring programs for "at risk" students.

What this indicates is that an infrastructure is in place to meet special student needs. However, that infrastructure can only be as effective as resources allow it to be. Frequently, learning labs are understaffed and unable to fulfill all the demands placed upon them. As was discussed under the section on faculty earlier, the needs of LD students are largely going unmet, and a recommendation was made to address that need. ESL programs exist at many colleges but not at all of them. Often where they are in operation, growth in numbers of students is straining the supply of available instructors. The issue of faculty competence in working with these special populations is another area that needs to be addressed. The level of faculty comfort in working with these students may well have a direct impact on how well these students perform. In summary, what appears to be the norm is that some of the needs of these special student populations are being met while others are not, and it is probably safe to assume that limited resources are a primary reason why some needs are left unmet.

Dual enrollment program. Dual enrollment, which allows colleges to offer college courses to high school students, is another special program provided for in law (Section 240.1163, Florida Statutes). Community colleges in the state have endorsed this concept whereby qualified high school students can enroll in college-

level courses while still in secondary school and thus earn college credits applicable to high school and college degrees. The data that follows reflect the dual enrollment status for academic year 1990-91, the most recent figures available at the writing of this report. Table 6, which indicates numbers of students and numbers of hours for which they enrolled, applies to letters courses only. Table 7, which involves numbers of courses and instructors, applies to dual enrollment in all disciplines since specific data on letters were not readily available.

Table 6

Numbers of Students and Credit Hours
Generated through Dual Enrollment

No. of Letters Students Dually Enrolled	Sum of Credit Hours
5,581	16,521

Table 7

Dual Enrollment Courses/Students
Taught by High School/College Instructors

No. of Courses Taught		No. of Students Taught	
By H.S. Inst.	By College Inst.	By H.S. Inst.	By College Inst.
48 (10.5%)	407 (89.5%)	2,648 (15.9%)	13,965 (84.1%)

Since a high percentage, 84.1 percent, of students are taking dual enrollment courses from college instructors, the faculty has a built-in opportunity to educate high school students about the demands and expectations of college-level work. As a

cautionary measure regarding dual enrollment, colleges also need to remain vigilant in assessing and assuring that college-level courses being taught to high school students maintain the same standard of rigor as those courses taught to students enrolled on campus in order to maintain the academic integrity of the program.

Multiculturalism

Since the issue of multiculturalism impacts several areas addressed in this report including curriculum, instruction, faculty, and students, it will be treated here as it applies to several facets of the educational setting. For the purposes of this review, multiculturalism shall refer to the awareness of and appreciation for people of different cultures. The ultimate aim of increased awareness and understanding is to promote the building of a diverse community of people who live in mutual harmony and friendship despite differences.

Although respondents indicated there is room for considerable improvement, it appears that colleges are gradually becoming more sensitive to the pluralism of our society. A majority (65.9%) of the letters respondents indicated that materials were screened for sex role stereotypes and/or racial and ethnic bias before purchasing decisions were made. Letters divisions/departments do attempt to select texts that reflect multicultural concerns. Also, the recent additions of such courses as women in literature, Afro-American literature, and ESL courses are responses to a growing awareness of the need to recognize diversity. Other efforts have been made through special seminars, bringing in guest speakers, and discussing multicultural concerns at faculty meetings. More formal kinds of recognition are evidenced on campuses

during Black History Month and Native American Month. While all of these activities are good in and of themselves, the danger is that they too can become very superficial and, perhaps, can even become a means of evading true interaction with people of other cultures.

Some smaller colleges with relatively fixed populations and small minority representation feel insulated from the larger society's cultural concerns and have felt little need to expand or challenge themselves and their student body to contemplate or grapple with issues of multiculturalism. Often a "head-in-the-sand" type of response prevailed. Larger colleges in cosmopolitan areas of the state tended to be more involved with multicultural concerns due to the diversity of their student population.

However, the need for meaningful interaction has become more prevalent since the nation watched aghast when the Los Angeles riots took place recently. Clearly, a need for deeper understanding is on the agenda. The letters curriculum provides fertile ground for multicultural issues, but simply having a curriculum that reflects other cultures may not be sufficient. On one level, faculty may discuss racial or cultural issues in a classroom, or students may take pride in being on an integrated campus. It is quite another level, however, to find activities on a campus that result in regular interaction with students from other cultures. This kind of meaningful interaction in a variety of settings would promote an atmosphere where students could grow in understanding of one another and gradually become comfortable with one another in spite of differences.

Faculty, by their own admission, often feel inadequate and ill-prepared to cope effectively with issues of diversity in their classrooms. Cultural bias is often not perceived as such by those who hold biased views. Consequently, faculty, staff, and students may all need sensitivity training to stimulate reexamination of long held views. To that end, letters chairs and faculty should consciously promote staff development programs designed to assist them in addressing multicultural issues. They should also promote regular and meaningful interaction among students of all cultures represented on their campuses thus helping to dispel students' feelings of discomfort.

17. Recommendation. Due to the growing diversity of the community college student population, it is recommended that letters chairs and faculty promote staff and student development programs that actively engage the participants in critical issue- and value-oriented discussions/activities centered around multicultural concerns.

Division of Community Colleges

Survey respondents were asked to indicate how the Division of Community Colleges might help them to achieve their educational goals. Of the thirty-five who responded to the question, 54.3 percent felt the primary purpose of the Division should be to advocate appropriate funding for the community college system. Of particular concern was securing enough funding to hire additional full-time faculty. Another 8.6 percent felt the Division should promote statewide curricular goals by encouraging consistency across the state, especially with regard to general education courses and CLAST competencies. Then 11.4 percent stated that the Division should support the equipment needs of the community colleges especially as they relate to

computerized instruction and statewide library automation. The remaining 26 percent were unique to the individual who responded. Some thought-provoking samples are included below.

> --Hire, on an annual basis, seasoned classroom teachers to advise the Division concerning curriculum matters. These could be given sabbaticals from their schools for a year to assist the Division in short- and long-range plans. More money and decisions entirely by administrators are NOT the answer.
>
> --Examine reporting structure; have educators involved; make reports timely and pertinent to educational climate; streamline reporting; e.g. Progress for Educational Excellence & Equity Report often duplicated information; more collaboration among institutions; beyond management - be visionary.
>
> --Placement is still the issue. The scores are much too low. There is still too wide a gap in the abilities of those going to the community college. We have very bright students and we have those who can barely write a sentence. We also need better articulation between the public schools and the colleges.
>
> --In-service programs involving all community colleges should be established on a regular basis.
>
> --1. Lead a crusade to convince the PEPC Commission or whoever makes such decisions to reconsider the three-times-and-you're out process for college-prep students. 2. Push for better financing of community colleges so we can increase the number of full-time faculty and reduce the number of part-time faculty. 3. Promote the design of campus facilities to include appropriate classrooms to house no fewer than twenty-five computers and printers so writing classes can be taught with students having access to word processing for their writing. 4. Continue to promote and fund both the CLASP and the CLAST. 5. Continue to promote the state's development of one assessment instrument for placement purposes in the community colleges.
>
> --The Division would continue to strongly support the local governance structure of the community college in Florida. This makes us unique in the country and tremendously enhances our effectiveness. The Division is helpful when it engages in activities which we cannot engage in on our own (i.e., the library automation system). I believe a CLAST related computer assisted instruction system would be another worthwhile endeavor.
>
> --Support funding for special needs such as ESL and LD.

SUMMARY AND CONCLUSIONS

The purpose of this summative review was to examine the community college letters program statewide from an issue- and policy-oriented perspective. It also sought to discover and describe what emerged as areas of strength and areas of concern among the professionals working in the letters divisions. Information was gathered through questionnaires and interviews with various letters chairs and faculty throughout the state.

The following areas of concern became evident as the review process progressed. A major concern was the lack of student preparedness for the demands and expectations of college-level work. According to faculty perceptions, a large proportion of students, approximately 50 percent of them, are neither ready academically nor attitudinally for the demands of college life. This lack of readiness has created an increasing need for college preparatory courses in the letters disciplines. As the number of students and courses in college preparatory programs grows, so does the anxiety among faculty members. The underlying fear is that the community colleges may become in fact college preparatory mills. As one interviewee expressed it, "Can you have a college without college students?" That question is one that gets at the heart of the open door policy, and it is one with which policy makers at the state and institutional level will have to struggle. How far can open access policies stretch? Are we being fair to students by allowing them in with

academic credentials well below college level? Can we justify allowing students to repeat courses numerous times?

Another concern was the growing inability to effectively meet the needs of learning disabled (LD) students and English as a Second Language (ESL) students, both of whose numbers are increasing. There was growing concern that due to budget cuts at the university level, the statewide articulation agreement may be in jeopardy. There was statewide concern about the current placement test with many stating that the cut-off scores are too low. Chairs and faculty members favored the idea of a common statewide placement test, a project that is currently underway at the DOE. Faculty also expressed concern about the numbers of adjunct faculty teaching courses. Percentages in some areas ran as high as 50-75 percent. A final concern, forcefully expressed by some faculty, was the burnout factor caused by too many students, too many classes, and too many papers.

These areas of concern do not, however, obliterate the numerous strengths of the letters program. Overall, the letters divisions/departments are doing an exceptionally fine job of providing quality teaching and learning experiences for community college students. Faculty are dedicated, resourceful, flexible, and reasonably patient during this period of economic cut-backs. They are providing students with a sound curriculum and are to be especially commended for the innovative ways in which they are attempting to provide alternative approaches to learning for the diverse population they serve. In place at most institutions are: laboratory support where students can receive help in reading, writing, and grammar

skills; self-paced courses; video reinforcement for classes plus televised courses; computerized instruction; tutoring and mentoring programs; special courses in college survival and CLAST/CLASP competencies; orientation programs; and special assessment and counseling from both counselors and faculty members. It appears that every avenue for accommodating student need has been explored and that programs are in place for the majority of them. For those accomplishments, the letters programs system-wide are to be congratulated.

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APPENDIXES

APPENDIX 1

RECOMMENDATIONS

1. Recommendation. It is recommended that a task force comprised of community college and Division representatives meet to develop policy guidelines with regard to access and student readiness for college.

2. Recommendation. It is recommended that budget requests continue for financially needy students and that community colleges continue to search for alternative sources for scholarship/grant money, i.e., foundations and private donors, thereby helping to lift financial barriers for needy students.

3. Recommendation. It is recommended that the GTAT be used as an early warning signal to stimulate college-bound students to accomplish the levels of competency required for college entrance in reading, language, and writing while they are still in high school.

4. Recommendation. It is recommended that administrators and faculty alike continually promote and support the May 1991 guidelines of the Ad Hoc Committee on Articulation which advocated increased interaction between and among public schools, area vocational centers, community colleges and upper division colleges.

5. Recommendation. In support of the SBCC's recommendation that high school students who are college bound be required to take college preparatory courses, it is recommended that community colleges assume a pro-active role in relaying that information to parents, students, administrators, and faculty at both middle school and high school levels.

6. Recommendation. It is recommended that a location be established for the dissemination of best practices or exemplary programs to which all community colleges would have access.

7. Recommendation. It is recommended that community colleges that do not require students to take speech make a concerted effort to offer structured speaking experiences in clearly specified courses to assure that all students have opportunities to master basic speech competencies.

8. Recommendation. In keeping with 1992 proviso language, it is recommended that state funding be made available to maintain a collegewide average class size of 22.

9. Recommendation. It is recommended that the State Board of Community Colleges develop and implement a plan that would create special funding strategies for disabled students in all programs available at community colleges.

10. Recommendation. It is recommended that state funding for ESL programs be increased to accommodate the growing numbers of non-native community college students requiring such services.

11. Recommendation. It is recommended that letters divisions/ departments use the Master Plan and the Accountability Plan as a means to place renewed emphasis on how to achieve and maintain quality standards with regard to curriculum, student performance, and faculty performance.

12. Recommendation. It is recommended that the state continue to seek funding to be made available to community colleges for computer-related software and hardware for the enhancement of learning.

13. Recommendation. It is recommended that community colleges address the issue of minority representation in faculty ranks through active recruiting of minority candidates and through the use of minority candidate pools.

14. Recommendation. It is recommended that community colleges establish policies and procedures defining a "fair and reasonable" opportunity for students to be successful in a course. If the student fails to meet requirements of the policy, appropriate counseling should be provided to direct the student to more suitable options.

15. Recommendation. It is recommended that secondary, community college and university articulation efforts stress the need for student learning activities that demand higher order reasoning and that emphasize written expository responses rather than short answers.

16. Recommendation. In order to ensure student success, it is recommended that students whose academic abilities are insufficient to meet the challenges of college-level letters courses be required to complete special programs or college preparatory courses until they can demonstrate readiness for college work.

17. Recommendation. Due to the growing diversity of the community college student population, it is recommended that letters chairs and faculty promote staff and student development programs that actively engage the participants in critical issue- and value-oriented discussions/activities centered around multicultural concerns.

APPENDIX 2

ADVISORY COMMITTEE

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APPENDIX 3

FLORIDA DIVISION OF COMMUNITY COLLEGES
LETTERS PROGRAM REVIEW QUESTIONNAIRE

NOTE: For the purpose of this review, the term letters shall refer to all English, composition, speech, and literature courses. If more space is needed to respond to any item, please attach additional pages.

Access

1. To what degree do students gain access to the required courses when they need them?
   ____ always ____ usually ____ seldom ____ never

2. Are any letters courses currently subject to enrollment limits due to student demand? If so, list the course numbers and names.

   _____
   _____

3. What, if anything, would help to facilitate student access to letters courses?

   _____
   _____
   _____

Assessment

4. What kinds of assessment are used when students enter individual letters courses?
   ____ diagnostic test ____ oral assessment ____ none ____ writing sample
   ____ other _____

5. Aside from the usual tests, written papers, and classroom contributions, are any other assessment procedures used either while the student moves through or exits from letters courses?

   _____
   _____

6. What procedures are followed if assessment instruments misplace a student in a given letters course?

   _____
   _____
   _____

7. Do the reading, English language skills, and essay subtests on CLAST assess all of the competencies covered in general education letters courses?
____ yes ____ no If no, explain why. _____

8. Are any assessment procedures used for longitudinal follow-up of letters students? [For example, is there any tracking of performance of college preparatory students? Are there any indicators of how well A.A. degree students perform at the university level or A.S. degree students at the employment level?]

9. What other outcomes assessment is being done in your division/department in addition to CLAST?

10. What additional assessment procedures might provide a more comprehensive view of student performance?

Articulation

11. Do you meet on a regular basis (a minimum of annually) with high school faculty and/or guidance personnel in your subject matter area? yes ____ no ____ With area vocational center faculty? yes ____ no ____ With upper division college faculty? yes ____ no ____

12. In what ways have the meetings benefitted students as they progress form one educational level to another?

13. What other suggestions can be made to facilitate interaction among high school, vocational center, community college, and upper division faculty in your subject matter area?

_____

_____

_____

_____

Curriculum

14. How has the Gordon Rule influenced the shape and direction of the letters curriculum?

_____

_____

_____

_____

15. Are all of the CLAST competencies for reading, listening, writing, and speaking covered in the general education letters courses? ____ yes ____ no

16. What other opportunities do students have to learn the skills needed?

_____

_____

_____

_____

17. Name any courses added to the letters curriculum this academic year.

_____

_____

18. Name any courses deleted from the letters curriculum this academic year.

_____

_____

19. What are the greatest strengths of the existing letters course offerings?

_____

_____

_____

20. What additional course offerings, new materials, or technologies would enrich the letters curriculum?

_____

_____

_____

_____

21. How is curriculum content for a given course generally determined? (Check any that apply.)

____ by the instructor
____ by the textbook
____ through a syllabus
____ through collaborative efforts of faculty
____ other _____

22. Is speech a required course in your present letters curriculum? ____ yes ____ no
Should it be a required course? ____ yes ____ no Explain why.

_____
_____
_____
_____

23. Does the current curriculum reflect a multicultural and pluralistic society? ____yes
____ no What recommendations do you have regarding this issue?

_____
_____
_____
_____

24. Are materials screened for implications or inferences regarding sex role stereotypes and/or cultural and ethnic bias? ____ yes ____ no

25. How does the letters curriculum help carry out the mission of the college?

_____
_____
_____
_____

<u>Instruction</u>

26. What methods of instruction are used most frequently in your English/communication courses?

____ lecture
____ lecture/discussion
____ laboratory
____ televised instruction
____ learning laboratory independent study
____ non-laboratory independent study
____ group projects
____ other _____

27. What factors determine the standards of difficulty for the letters courses offered in your division?

____ student ability at entry
____ college requirements
____ division/department requirements
____ instructor's expectations
____ course content
____ other _____

28. What methods/procedures are used to accommodate individual differences/needs/learning styles?

_____
_____
_____
_____

29. What ideas do you have in general for improving the teaching/learning process in community colleges?

_____
_____
_____
_____

30. Is there a need in your division/department for equipment or specialized materials? If so, describe.

_____
_____
_____
_____

31. (a) Do all letters students have access to an academic support laboratory? ____ yes ____ no (b) Do they use the lab for additional help? ____ yes ____ no
(c) Is attendance at the lab mandatory for your students? ____ yes ____ no

Faculty

32. Indicate the number of full-time and part-time faculty in your division/department who fall into the following age categories:

FULL-TIME	____ 20-29	____ 30-39	____ 40-49	____ 50-59	____ 60 +
PART-TIME	____ 20-29	____ 30-39	____ 40-49	____ 50-59	____ 60 +

33. Indicate the numbers of full-time and part-time faculty in your division by highest degree held.

FULL-TIME	____ Doctorate	____ M.A. + 30	____ M.A.	____ B.A./B.S.
PART-TIME	____ Doctorate	____ M.A. + 30	____ M.A.	____ B.A./B.S.

34. Indicate the number of full-time and part-time letters faculty by race and gender.

	FULL-TIME FACULTY		PART-TIME FACULTY	
	Males	Females	Males	Females
White (Non-Hispanic)	_____	_____	_____	_____
Black (Non-Hispanic)	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Indian	_____	_____	_____	_____
Asian	_____	_____	_____	_____
Nonresident alien	_____	_____	_____	_____
TOTALS	_____	_____	_____	_____

35. What types of faculty development opportunities are available for instructional staff in your division/department?

____ workshops/seminars
____ conferences
____ college credit courses
____ other _____
____ self-selected projects
____ sabbaticals
____ assigned research

36. What additional kinds of faculty development would you like to have offered in your division/department?

_____
_____

37. How are new faculty members oriented to the community college student population in order that they might more effectively teach them?

_____
_____
_____
_____

38. By what methods has the letters department/division addressed the growing diversity of the student population?

_____
_____
_____
_____

Students

39. Do students have the necessary entry-level reading and writing skills to be successful in the letters courses in which they are enrolled? ____ yes ____ no

40. List the major academic weaknesses students have at entry to letters courses.

41. Are students attitudinally prepared for the rigor of college studies? ____ yes ____ no

42. What appear to be the major academic concerns of the students enrolled in courses within your division/department (ie finances; balancing family, work, school; getting good grades, etc.)?

43. In general, what ideas do you have regarding the following items:
(a) facilitating the adjustment of students to college

(b) facilitating the processing of students

(c) facilitating favorable student outcomes

Special Students/Special Programs

44. Discuss what barriers special student populations (ie academically disadvantaged, minorities, limited English speakers, learning disabled, and physically handicapped students) may face in an academic setting.

45. What kinds of special programs or targeted assistance are available for these students?

46. How are academic support laboratories, college preparatory programs, and other alternative methods of instruction utilized to insure student success in the community college setting?

_____

_____

_____

Division of Community Colleges

47. How can the Division of Community Colleges better serve you in meeting your educational goals?

_____

_____

_____

_____

_____

Send questionnaire responses by **March 15, 1992,** to:

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ASSOCIATE IN ARTS GRADUATES
PERFORMANCE IN SUS
1990 - 1991 (SUMMER, FALL, WINTER)
CCPRA098

DIVISION OF COMMUNITY COLLEGES
PROGRAM REVIEW
LEVEL I DATA DISPLAY

COMMUNITY COLLEGE ALL
UNIVERSITY ALL PAGE NO 1
DATE PREPARED 07/14/92
TIME 09 57 25 CCPSS PROD1

DISCIPLINE	UNDUPLICATED UPPER DIVISION HEADCOUNT		MEAN CUMULATIVE GPA		% 3.0 & ABOVE		% BELOW 2.0		% SUSPENDED		% GRADUATED		AVG SSH PER TERM		AVG TOT SSH TO DEGREE	
GROUPINGS	CC-AA	NATIVE	CC-AA	NATIVE	CC-AA	NATIVE	CC-AA	NATIVE	CC-AA	NATIVE	CC-AA	NATIVE	CC-AA	NATIVE	CC-AA	NATIVE
ENGLISH GENRL	1000	1007	2.89	2.86	47.0	38.0	9.0	2.0	3.0	1.0	22.0	29.0	9.3	11.0	130.5	128.8
FLAGS						*		*				x *				
CLASSICS	10	34	3.17	3.01	60.0	56.0	0.0	6.0	0.0	0.0	30.0	29.0	10.9	11.7	134.3	138.5
FLAGS								*								
LINGUISTICS	26	11	3.00	3.18	42.0	73.0	0.0	0.0	0.0	0.0	19.0	36.0	10.6	11.5	149.4	134.2
FLAGS						*						x *				
LITERATURE	37	11	2.94	2.99	57.0	55.0	11.0	0.0	0.0	0.0	22.0	36.0	8.8	9.0	136.5	121.7
FLAGS							x *					x *				
SPEECH,DEBATE	178	267	2.63	2.77	25.0	33.0	7.0	1.0	1.0	0.0	26.0	33.0	9.7	10.7	134.5	130.0
FLAGS						*		*				*				
LETTERS-OTHER	23	8	2.55	2.71	35.0	25.0	26.0	13.0	0.0	0.0	0.0	0.0	6.9	5.7	0.0	0.0
FLAGS						*		x *				x				
TOTALS	1274	1338	2.85	2.85	44.0	37.8	8.8	1.9	2.5	0.8	22.2	29.7	9.4	10.9	131.8	129.3

x GROUP A INDICATOR FLAGS 6
* GROUP B INDICATOR FLAGS 13

CC-AA - AN UPPER DIVISION STUDENT IN AN SUS INSTITUTION WHO GRADUATED WITH AN ASSOCIATE IN ARTS DEGREE FROM A FLORIDA COMMUNITY COLLEGE, ENTERED THE SUS INSTITUTION AND REMAINED IN THE SAME SUS INSTITUTION

CC-AS - AN UPPER DIVISION STUDENT IN AN SUS INSTITUTION WHO GRADUATED WITH AN ASSOCIATE IN SCIENCEDEGREE FROM A FLORIDA COMMUNITY COLLEGE, ENTERED THE SUS INSTITUTION AND REMAINED IN THE SAME SUS INSTITUTION

NATIVE - AN UPPER DIVISION STUDENT IN AN SUS INSTITUTION WHO BEGAN THE BACCALAUREATE PROGRAM IN THE SUS INSTITUTION AND REMAINED IN THE SAME SUS INSTITUTION

OTHER - AN UPPER DIVISION STUDENT IN AN SUS INSTITUTION WHO IS OTHER THAN CC-AA, CC-AS, OR NATIVE

APPENDIX 4

77/78

APPENDIX 5

CLAST Mean Scores and Pass Rates

Test Date	Math		Reading		Eng Lang Skills		Essay		All Subtests
	Mean	Pass Rate	Mean	Pass Rate	Mean	Pass Rate	Mean	Pass Rate	Pass Rate
All First-Time Examinees									
Oct 1990	306	79%	313	75%	318	77%	4.8	91%	57%
Feb 1991	305	76	310	74	315	75	4.9	92	54
Jun 1991	304	78	307	67	313	75	4.9	92	52
Oct 1991	307	78*	312	75	319	78	7.3**	92	56
Feb 1992	306	74	310	74	313	74	7.1	92	51
Jun 1992	306	75	309	70	314	77	7.3	92	53
Black First-Time Examinees									
Oct 1990	283	45%	289	38%	296	49%	4.0	74%	21%
Feb 1991	283	43	291	42	296	52	4.1	78	22
Jun 1991	281	46	283	32	292	46	4.0	75	19
Oct 1991	289	49*	291	40	299	54	6.1**	78	22
Feb 1992	286	44	292	44	295	49	6.1	79	22
Jun 1992	287	45	289	40	295	50	6.2	83	22
Hispanic First-Time Examinees									
Oct 1990	298	68%	305	65%	306	63%	4.4	84%	40%
Feb 1991	296	63	302	62	304	61	4.4	84	36
Jun 1991	296	69	294	49	300	59	4.5	84	33
Oct 1991	302	70*	305	64	307	65	6.7**	85	42
Feb 1992	299	66	302	62	303	60	6.5	86	36
Jun 1992	301	68	298	52	303	62	6.7	86	35

* The mathematics minimum standard changed from a scale score of 285 to 290.

** The essay grading scale changed from a four-point scale to a six-point scale.

CLAST Cumulative Pass Rates
October 1989 Cohort Through Nine Administrations
Community College and University

Test Date	Math	Reading	Eng Lang Skills	Essay	All Subtests
October 1989	80.8%	85.9%	80.2%	91.0%	65.2%
March 1990	85.8	90.4	85.7	93.9	75.3
June 1990	87.9	91.5	88.2	94.8	79.3
October 1990	89.8	92.5	90.1	95.6	82.6
February 1991	90.6	93.3	91.3	96.0	84.5
June 1991	91.3	93.6	92.1	96.4	85.8
October 1991	92.0	94.1	92.7	96.6	87.0
February 1992	92.4	94.6	93.2	97.0	88.0
October 1992	92.7	94.8	93.5	97.1	88.6

APPENDIX 6

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